

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1			
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	<div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR 27 PM 2:04 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div> <div> FOR TEA USE ONLY Write NOGA ID Place date stamp here. </div> </div>	
Grant Period:	August 1, 2018 – July 31, 2019		
Application deadline:	5:00 p.m. Central Time, May 1, 2018		
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>		
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov		
Schedule #1—General Information			
Part 1: Applicant Information			
Organization name		County-District #	Amendment #
Natalia Independent School District		163903	
Vendor ID #	ESC Region #	DUNS #	
		091704965	
Mailing address		City	State ZIP Code
PO Box 548		Natalia	TX 78059-0548
Primary Contact			
First name	M.I.	Last name	Title
Donald	L.	Stewart	Assistant Superintendent
Telephone #	Email address		FAX #
830-663-4416 ext. 6002	donald.stewart@nataliaisd.net		830-663-4186
Secondary Contact			
First name	M.I.	Last name	Title
Hensley		Cone	Superintendent
Telephone #	Email address		FAX #
830-663-4416 ext. 6001	Hensley.come@nataliaisd.net		830-663-4186
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Hensley		Cone	Superintendent of Schools
Telephone #		Email address	FAX #
830-663-4416		hensley.cone@nataliaisd.net	830-663-4186
Signature (blue ink preferred)		Date signed	

Dr. JH Cone

4/25/2018

Only the legally responsible party may sign this application.

701-18-111-018

Schedule #1—General Information

County-district number or vendor ID: 163903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 163903

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 163903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 163903	
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 163903	
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 163903

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 163903			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 163903

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 163903			Amendment # (for amendments only):
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 163903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Natalia Independent School District (NISD) is seeking 21st CCLC funding to serve 400 of the district's low-income, minority, English Language Learners, and at-risk students who are falling behind academically. The proposed 21st CCLC program will increase academic achievement, strengthen families through educational workshops, and improve positive student behavior and wellness through out-of-school time academic support and youth development enrichment activities. The goals of this program are aligned with NISD's strategic vision to increase student proficiency on state assessments, increase the attendance rate, decrease disciplinary referrals, improve on-time grade level advancement, and promote overall student and family success.

Budget: The 21st CCLC Advisory Council developed the proposed budget with oversight from the Board of Trustees. It has been designed to serve the local needs of students through high-quality programs in the most cost-effective way. Each budget item is aligned to an identified need, goal, and activity.

District Demographics: NISD's demographics relate directly to the defined purpose and goals of this grant and the district has a TEA 2017 Accountability Rating of "Improvement Required". Students at NISD demonstrate low proficiency in core subjects on state exams, the district attendance rate falls below the state average, and two-thirds of NISD seniors are not college and career ready. Family needs include a low rate of adults with college degrees (17%), high rates of adult and child obesity, high numbers of English Language Learners (ELL), and a need for parent financial education and job readiness training. NISD is a rural school district which serves 1,098 students in grades PreK-12 and operates four schools, each of which are designated Schoolwide Title 1. Sixty-five percent (65%) of students are considered at-risk, 7% are ELLs, and 88% are eligible for free and reduced lunch (Texas Academic Performance Report, 2017). Demographically, 81% of the school's population is Hispanic/Latino, and 18% are Caucasian.

Needs Assessment: NISD leadership and stakeholders designed the needs assessment process. The Project Director and the Evaluator will work with the 21st CCLC Advisory Council to determine the efficacy of the needs assessment and when and how the process needs to be updated or changed.

Management Plan: A 21st CCLC Advisory Council including district and school staff, community stakeholders, and local partnership representative will meet monthly and provide guidance and accountability to ensure consistent high-quality programming even in the event of staffing changes. A Project Director, Family Engagement Specialist, and three Site Coordinators will operate the program and meet on a weekly basis. The NISD Assistant Superintendent will provide direct supervision to the 21st CCLC Project Director, and the NISD Board of Trustees will govern the program. Thirty-seven certified teachers and teacher's assistants will provide direct instruction. Professional development and ongoing training will be provided to staff to ensure consistent program quality and to ensure that research-based instructional techniques are being utilized. Program partners were chosen based on their experience serving low-income children and families and the quality of their services.

Program Evaluation: An external evaluator will provide objective updates throughout the year for continuous program improvement to reach stated goals. The evaluation includes quantitative and qualitative data, including attendance, assessment scores, disciplinary data, college readiness benchmarks, and student, teacher, and parent surveys.

Statutory and TEA requirements have been carefully researched and accurately and completely addressed in the appropriate sections of this proposal. A needs assessment was conducted to guide the program design. Quality partners were chosen that fit the program needs. Activities are designed to impact stated program goals. Research-based best practices were adopted to enhance student success. NISD created sound dissemination, transportation, volunteer, and management plans. Federal, state, and local fund are coordinated with the program and an evaluation and sustainability plan has been incorporated into the program design.

NISD has a strong ongoing commitment to the program goals described in this application because the expected program outcomes directly aligned with NISD's measures of district success. The NISD Board of Trustees, district and school staff, and local community stakeholders are invested in the sustainability of this program and will ensure the continuation of the program through aggressive fundraising from corporate and foundation sources, leveraging partnership support, PTO donation campaigns, and allocation of district and school funds.

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 163903			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$525,908	\$9,238	\$535,146
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$78,600	\$0	\$78,600
Schedule #10	Other Operating Costs (6400)	6400	\$5,900	\$0	\$5,900
Schedule #11	Capital Outlay (6600)	6600	\$7,442	\$0	\$7,442
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$617,850	\$	\$617,850
Percentage% indirect costs (see note):			N/A	\$1.47	\$
Grand total of budgeted costs (add all entries in each column):			\$617,850	\$9,238	\$627,088
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$627,088
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$31,354
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 163903			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	18		\$147,420
2	Educational aide	19		\$124,488
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$62,000
5	Site coordinator (required)	3		\$144,000
6	Family engagement specialist (required)	1		\$48,000
7	Secretary/administrative assistant			\$
8	Data entry clerk	.25		\$1,238
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist	1		\$8,000
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$535,146
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$
25	6121 Support staff extra-duty pay			\$
26	6140 Employee benefits			\$
27	Subtotal substitute, extra-duty, benefits costs			\$
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$535,146

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 163903		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 163903		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$78,600
Grand total:		\$78,600

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 163903		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$3,500
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$3,500
	Remaining 6400—Other operating costs that do not require specific approval:	\$2,400
Grand total:		\$5,900

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 163903			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	Reading Materials and Textbooks for 21 st CCLC	N/A	N/A	\$2,000
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19	Program supply closet to securely store supplies	6	\$907	\$5,442
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$7,442

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan				
County-district number or vendor ID: 163903			Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Project Director	Bachelor's degree required in education, administration, or related field. Master's degree preferred. Project Director must have 4 years of experience managing similar youth/education programs. Must have strong communication, organizational, management, and supervision skills.		
2.	Site Coordinator(s)	Bachelor's degree in education, social work, or related field is required. Must have at least 2 years of youth development, out-of-school time, or related experience. Must have CPR/First Aid certification. Experience working with families preferred. Bilingual (Spanish) preferred.		
3.	Family Engagement Specialist	Associates degree required. Bachelor's degree in social work, education, or child development preferred. Must have strong interpersonal and communication skills. One year of experience in human service/education field and working with families required. Bilingual (Spanish) preferred.		
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	Students will show academic growth and meet/exceed STAAR proficiency benchmarks	1. Providing staff with professional development	08/15/2018	07/31/2019
		2. Individualized academic remediation	09/10/2018	07/31/2019
		3. Parent workshops (helping with homework)	09/03/2018	06/07/2019
		4. Ongoing program evaluation and improvement	08/15/2018	07/31/2019
		5. State testing (STAAR)	04/01/2019	06/15/2019
2.	Increase attendance rates of participants	1. Engaging activities with innovative instruction	09/10/2018	07/31/2019
		2. Address family needs contributing to absences	09/10/2018	07/31/2019
		3. Adult advocates and family involvement	09/10/2018	07/31/2019
		4. FES coordination with school counselors	08/15/2018	07/31/2019
		5. Ongoing tracking of attendance rates	08/15/2018	07/31/2019
3.	Improve student social-emotional wellbeing, decrease negative behavior	1. Engaging positive outlets; sports, arts, volunteering	09/10/2018	07/31/2019
		2. Adult mentors and role models	09/10/2018	07/31/2019
		3. Address individual student and family needs	09/10/2018	07/31/2019
		4. Pre-/Post- student self assessment survey	09/10/2018	07/31/2019
		5. Teacher surveys on student behavior	09/10/2018	07/31/2019
4.	Increase grade level readiness and advancement	1. Academic support and homework help	09/10/2018	07/31/2019
		2. Continuous student assessment to improve services	09/10/2018	07/31/2019
		3. Parent workshops; assisting students in school	09/10/2018	07/31/2019
		4. Individualized support for struggling students	09/10/2018	07/31/2019
		5. Coordination with school-day staff	09/10/2018	07/31/2019
5.	Improve essential student/parent skills: Literacy and STEM	1. Literacy and ELL support for parents and students	09/10/2018	07/31/2019
		2. Hands-on, engaging STEM programs for students	09/10/2018	07/31/2019
		3. Computer science/STEM workshops for parents	11/12/2018	05/17/2019
		4. Evaluation of academic grades and student surveys	08/15/2018	07/31/2019
		5. Coordination with partners for parent job readiness	09/10/2018	07/31/2019
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.				

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 163903

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Community needs and resources were evaluated through a comprehensive approach that examined data, parent surveys, and stakeholder input. The needs assessment was initiated by NISD leadership and completed by a 21st CCLC advisory council of school teachers and administrators, parents, and district leadership. The committee gathered school and community data from the US Census Bureau, Texas Education Agency data, NISD school-level data, and community workforce and health reports.

Needs of Working Families: The majority of NISD families are low-income (88%) and many are in need of job readiness training, GED classes, financial education, and English literacy instruction. Working families have also indicated a need for before and after school supervision and homework help, as many working families commute to San Antonio or work long hours in the local agricultural and service industries (Alamo Workforce Report, 2015). Additionally parents often give feedback on how difficult it is to help their student with homework, particularly math, as concepts are taught much differently than when they were in school. There is a need for parent workshops on supporting students academically at home.

Community Assessment: The closest afterschool program, SA Youth, is 30 miles away in San Antonio. There are no recreation centers in town; out-of-school services are limited to home-based infant and toddler care businesses. Students left unsupervised between 3:30-5:30pm struggle to complete their homework and are at-risk of engaging in unsafe behavior. Area assets include a strong, collaborative, community and an unemployment rate that has largely recovered from the recession.

Gap Analysis and Aligned Program Strategies: 1) Large percentages of students are not meeting state assessment proficiency Only 65% of district student were proficient in math, a gap of 14 percentage points from the state average. Sixty-two percent (62%) of students were Reading proficient in 2017 - ten percentage points below the state average. Most concerning, only 41% of students in grades 6-8 are proficient in writing. The proposed 21st CCLC program will provide high-quality, teacher-led, academic remediation. 2) Lack of exposure to hands-on technology experiences: Based on family input, only 26% of students have access to reliable internet at home, and 10% have no internet access at all. This, combined with a lack of walkable public resources, further isolates low-income rural families. The 21st CCLC program will include computer coding and other technology enrichment programs, including technology training services for families. 3) Language acquisition for ELLs and low student and family literacy: A literacy gap constitutes a significant need for the community. There are no public libraries or literacy resources for parents or students. Notably, 78 (7%) students at NISD are English Language Learners. The program will include student literacy interventions while connecting families with literacy resources through monthly workshops and community partnerships. 4) Need for additional student and family programs to support grade level advancement and college and career readiness: Only 16% of adults in NISD's zip code have any college degree. Many parents struggle to help their students with the rigorous state curriculum, even at the elementary and middle school level, where concepts are taught in a drastically different way than when parents were in school. Alarming, only 33% of NISD students are college/career ready upon graduation and 67% of graduates who enroll in college must take remedial classes. NISD has determined that targeted Intervention for PreK-8th grade students will provide the foundation needed for student success in high school and beyond. The 21st CCLC program will provide opportunities for students and their families to ensure students are prepared for their future. 5) Gap in social-emotional wellness and physical health, with a need for drug-prevention, fitness activities, and arts enrichment: Medina County exceeds Texas averages for heart disease, binge drinking, and obesity with a 39% prevalence of adult obesity in the county (The Institute for Health Metrics and Evaluation, 2011). Nearly half (49%) of NISD students are listed in the "unhealthy zone" based on the FitnessGram reports for the district. Additionally, drug use among unsupervised teens after school is a growing concern among rural populations. Drug overdoses are the leading cause of injury death in the US with death rates in rural areas surpassing those in urban areas (Centers for Disease Control). The program will provide dance, sports, art, and music lessons that will keep students engaged and provide them with a positive, creative, outlet that families couldn't otherwise afford.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 163903

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

NISD has formed multiple partnerships to ensure high-quality programming that meets the needs of students and their families while also contributing to the long-term sustainability of the program. Each partnership has been chosen to enhance the program by providing a diversity of services not otherwise achievable by any one organization working independently. Formal agreements will be signed by each party upon receipt of notification of funding.

FFA (formerly Future Farmers of America) of Medina County: The FFA program builds student leadership and civic engagement through project-based learning. FFA will engage students in a wide breadth of 21st-century career options including entrepreneur, biologist, veterinarian, engineer, and farmer. FFA has an over 90-year history and is a long-term NISD partner committed to the success of the 21st CCLC program. There are many FFA alumnus in the region, a fact that makes FFA an asset for long-term sustainability through fundraising and donations.

Natalia ISD Dads Of Great Students (Watch D.O.G.S.): Volunteers from the Watch D.O.G.S. program will support daily activities and provide students with a positive male role model. The mentorship offered will lead to fewer instances of behavioral issues as measured through discipline referral statistics. The Watch D.O.G.S. program was started during the 2017-2018 school year. During this time, classroom teachers have indicated that having a Watch D.O.G.S. volunteer assigned to their class reduces disruptive behavior and has decreased instances of bullying in the halls and lunchroom. This program will boost the capacity of the 21st CCLC program and will be provided in-kind to the program by NISD both during and after the grant period ends.

Natalia Youth Organization: NISD will partner with the local junior sports league non-profit to ensure every student has the opportunity to play in team sports and increase their daily physical activity. This will increase student fitness, physical endurance, strength, and flexibility, and decrease body fat percentage or body mass index, resting heart rate, and other health factors. Natalia Youth Organization will provide in-kind staff and expertise to support the program's ongoing sustainability.

Scholastics Books: Currently, Scholastics Books provides reading materials at cost to NISD due to the area literacy gap. Additionally, Scholastic partners with the district to run a literacy summer camp by providing materials for use in the camp. This current support will be enhanced and complemented by the 21st CCLC program and will help support program sustainability.

San Antonio Food Bank: The local food bank will provide quarterly cooking lessons and food preparation demonstrations for program families to increase healthy eating habits. Additionally, this organization is a resource for individual families who are facing food insecurity. This partner will contribute toward sustainability by providing these in-kind, ongoing services to students and their families.

Hondo Workforce Training Center: NISD will work with Hondo Workforce Training Center to identify and recruit parents who will benefit from job search and career development assistance. Additionally, this partner will support sustainability by providing in-kind parent workshops on career related topics including resume writing, job search tips, and interview techniques.

Education Service Center 20: Through this partnership, parent who are in need of literacy support will be connected with ESC 20 services and classes. The Family Engagement Specialist will identify and connect parents with this service.

Lylte First Bank: This business will support program goals and sustainability by providing in-kind financial education to parents and students including saving techniques, how to monitor and improve credit scores, and saving for college.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 163903

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Academic Performance: Participants will demonstrate increased proficiency in Reading, Math & Science through ongoing, high-quality, out-of-school time academic enrichment. This will include homework help, individualized academic remediation, and hands-on learning experiences. The following outcomes are expected:

* 78% of enrolled 3rd - 8th grade 21st CCLC students will raise their State of Texas Assessments of Academic Readiness (STAAR) reading assessment by one level in Spring 2019

* 90% of enrolled 3rd - 8th grade 21st CCLC students will raise their STAAR mathematics assessment by one level in Spring 2019

* District-wide 4th and 7th-grade STAAR writing scores will rise from 44% (4th grade) and 41% (7th grade) proficiency in 2017 to 48% and 46% respectively in spring 2019

* District-wide 5th and 8th-grade STAAR science scores will rise from 64% (5th grade) and 47% (8th grade) proficiency in 2017 to 70% and 55% respectively in spring 2019

Attendance: The program will increase student's attendance by improving their perception of school as a supportive and enjoyable environment. Afterschool and summer enrichment activities, including sports, art, dance, and mentoring will enhance student's school engagement and lower chronic absenteeism. Parent workshops will include strategies for engaging with teachers and will increase parent-school involvement. Expected outcomes:

* Natalia Early Child Center (PreK-1st grade) attendance rate will increase from 94.2% in 2015/16 to 95.5% in 2018/19

* Natalia Elementary (Kindergarten-5th grade) attendance rate will increase from 95.8% in 2015/16 to 96.5% in 2018/19

* Natalia JH (6th-8th grade) attendance rate will rise from 94.6% in 2015/16 to 95.8% in 2018/19

* Of chronically absent students enrolled in the 21st CCLC program, 80% will show an increase in attendance over first quarter attendance

Discipline Referrals:

Students will demonstrate a decrease in disciplinary actions, less violence, and decrease in other adverse behaviors. Through the 21st CCLC program, students will improve their physical, social, and emotional capacity to learn and be successful in school through positive youth development activities.

* Decrease disciplinary referrals of enrolled 21st CCLC program students by 75% over first quarter numbers

* Decrease the number of district disciplinary referrals from 152 during the 2016-2017 academic year to 100 during the 2018-2019 academic year

Grade Level Advancement:

Regular program participants will show improved performance on grade level assessment benchmarks through afterschool academic remediation and tutoring activities. Additionally, students will explore career opportunities through afterschool clubs. Parents will be provided with workshops on best-practices to advocate for their child and to help their student stay engaged in school.

* Of students enrolled in the 21st CCLC program, 100% will advance to the next grade level in 2019

* Increase percentage of graduating students who are college and career ready from 33% in 2017 to 46% in 2019

Local Goal- Literacy:

The program will provide targeted literacy support to students identified as below reading level on ongoing school day assessments. Additionally, parents in need of literacy services, specifically ELLs, will be connected with literacy classes provided by Education Service Region 10. Parents of Pre-K-4th grade students will be offered workshops on how to support literacy at home, including how to choose books at the appropriate reading level and the importance of regular child-parent reading time.

* Of program participants, 85% will achieve grade level reading by May 2019

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 163903

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

21st CCLC students will participate in a variety of enrichment activities, designed using best practices, to boost both academic performance and social-emotional learning. The program will emphasize technology and project-based learning. Curriculum and learning objectives for each grade level will align with Texas Essential Knowledge and Skills (TEKS) and will build upon school day learning. ELAR TEKS, Math TEKS, Science TEKS, Social Studies TEKS, and Career and Technical Education TEKS will be used during academic remediation. A strong body of research has linked increase academic performance, increased attendance, and positive improvement of school-day behavior with out-of-school time programs in similar populations of rural at-risk students (Sundberg, B., CR Research and Evaluation, 2016; White, L. J., Hammer, P. C., & Whisman, A., 2015).

Academic Support - Only certified teachers from the NISD staff will be used to support students in academics. Remediation will be conducted in conjunction with the NISD Response To Intervention (RTI) team. The program will enhance and compliment school day learning through use of research-based best practices, including differentiated instruction, cooperative learning, and practical use of technology. Based on results from the Texas 21st CCLC 14-15 statewide evaluation, a Learning Strategies approach will be used (American Institutes for Research, 2016).

Grade Level Advancement – Many students at NISD are on the borderline between grade level advancement and being retained. While the PreK-8th grade data may show deceptively low grade level retention rates, the district's high dropout rate and low college and career readiness rates reveal the full picture. A 2012 report issued by ACT found that, of students who were behind in 8th grade, less than 10% were able to attain the ACT College Readiness Benchmarks by the 12th grade. This data supports the importance of identifying struggling student and providing academic interventions as early as possible.

Health and Wellness - Students will engage in daily sports, dance, and other fitness activities and a healthy meal will be given to students each day. Students will rotate through a 6-week "Farm Fresh" healthy cooking and nutrition club at each site, which will empower them to make healthier food choices at home. Wellness activities will also include positive youth development, which will incorporate the National Institute of Health's 16 Principles of research-based drug prevention programs. Nationally, participation in afterschool programs has been associated with reduced drug use (Investing in Our Young People, University of Chicago, 2006) and positive health outcomes, including reduced obesity (Mahoney, J., Lord, H., & Carryl, 2005).

Literacy - Student and family literacy and English Proficiency will be targeted throughout the program. Guided Reading, word study, writing workshops, and independent reading will be incorporated into the student academic portions of the program. Resources from Scholastics Books, including a Summer Literacy Camp will be leveraged by the program. Education Service Region 20 will offer literacy classes for parents and family members.

STEM - The three sites will provide hands-on STEM programs appropriate for each grade level served including computer coding clubs, classes on using video and picture editing programs, and website design. Students at NJH will learn practical computer application skills using Microsoft Office Suite, including Word, Excel, PowerPoint, and Publisher. A web portfolio that demonstrates each student's skills will be completed using NISD's Google Classroom (in-kind). The Summer will include a one-week STEM camp that will build crucial 21st-century skills.

Positive Youth Development - A rich and varied schedule of rotating clubs will take place in the second half of the afterschool program and during part of the day in the summer program. Arts programming will include painting, drawing, music, graphic design, and creative writing. Service-learning clubs will be included at each school site to promote student leadership and civic engagement. Students will benefit from inclusion of adult mentors and role models during enrichment activities coordinated by NISD's Watch D.O.G.S. program (in-kind).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 163903

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Natalia ISD's 21st CCLC program will improve student academic achievement and overall success by offering a range of creative, engaging, and educational programming to its program's participants and their families. Academic support activities will provide extra learning time to reinforce concepts students learn during the regular school day. This academic support will be provided by certified teachers and will be fully aligned with TEKS. The hands-on, project-based academic enrichment activities will create student interest in the regular school day lessons. Student-centered learning will ensure individualization based on each student's specific, personal needs and learning style.

To ensure alignment with the ESSA priority that students most in need of support will benefit from this program, the program will target enrollment of the lowest performing students in each grade level. The program will give priority to students identified with educational difficulties/risk factors (e.g., low test scores, poor attendance, a risk of not advancing in grade level), low-income students, or other needs determined by the school principals and individual teachers. All students will receive the full breadth of academic and personal enrichment services.

Component	Program Activities	Impact on Student Success
Beforeschool (45 minutes)	Morning Energizer: "5-Minute Math Drill", Stretching/yoga, word puzzles	Students will start the day with a fun activity that activates their brain and puts them in a positive mood
	Academics: Homework help, individual tutoring, quiet reading, studying	Student test scores and grades will improve due to the extra support and literacy practice each morning
Afterschool (2.25 hours)	Academics: Homework help, tutoring, remediation classes (math, ELA, Science, Social Studies)	Student test scores and grades will improve as a result of intensive academic support and remediation taught by certified teachers
	Enrichment: hands-on STEM (robotics, coding), sports, arts, service-learning, rotating clubs (chess, cooking, FFA)	Attendance rates, grade level advancement, and graduation will increase as students will be more engaged as student are more engaged in school
Summer Program (4 hours)	Academics: Literacy and numeracy programs for grades PreK-3; Math, ELA, Science reinforcement for grades 4-6; Tutoring in Math, ELA, and Science for grades 7-8 and additional career/college exploration (FFA).	The summer program will combat summer learning loss for all grade levels. Targeted individualized support will ensure students are at grade level in core academic subjects prior to the start of the next school year. Educational field trips to University of Texas at San Antonio, San Antonio Aquarium, and Witte Museum will complement classroom instruction.
	Enrichment: students will rotate through enrichment activities including: STEM, Sports/fitness, Arts (theatre, visual, music), and Gardening and cooking	Program activities will support student wellness, social-emotional skills, healthy behavior, and overall success. Field trips, including a play production, will enhance arts enrichment.

Family Activities: Parents of participants will receive "homework help" classes to teach them how to effectively assist their students in completing assignments, class projects, and presentations. Engaging "Family Nights" such as STEM night will connect parents with their child's school and teachers. Additional support services provided to adult family members will include: English Language instruction provided by Education Service Region 20; seminars on savings, home ownership, credit scores, and college savings provided by Lytle First Bank; and GED classes and job search support and resume writing provided by Hondo Workforce Training Center. This two-generational approach will, in turn, improve student home life and encourage better classroom performance.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 163903

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Communication with parents and the greater Natalia community is key to the success and sustainability of the program. As such, plans have been put in place for ongoing, consistent, and accessible communication with community stakeholders. Dr. Donald Stewart, NISD Assistant Superintendent, will serve as the point of contact throughout the grant application process. Once hired, the 21st CCLC Project Director and Family Engagement Specialist (FES) will ensure the continuation of regular communication. The 21st CCLC Advisory Council will include parent representatives who will also serve as Parent Ambassadors for the program. Parent Ambassador volunteers will be coordinated by the 21st CCLC FES. Preference will be given to hiring a FES who is bilingual (English and Spanish) to ensure the primary point of contact for parents is able to communicate clearly using both of the two main languages spoken by NISD parents.

A formal intent to apply was posted on the school signage, school website, and bulletin boards in the main office. During the first and second weeks of April, meetings were held with teachers to inform them of the application and to ensure information from parent's inquiries are routed correctly. Once the program is launched a press release will be sent out and reporters from the local newspaper will be invited to visit the program.

Copies of the original RFP and the final application highlighting program features will be made available on the school's website. Updates on the application status will be made as it moves from submittal, formal review, and potential selection or non-selection.

Within one month of receipt of the notification of the award, a 21st CCLC program website will be created as a section of the NISD official website that will be updated at least once per month. Notices of program activities and updates will be placed in the central office, providing all stakeholders access to a paper copy of information posted online. This information will clearly indicate the physical locations of the 21st CCLC sites and will prominently display contact names, email, and phone numbers.

Texas ACE branding materials will be used in all NISD outreach materials, including brochures, website postings, press releases, and pamphlets. To ensure accessibility for all parents and community members, literature will be printed in both English and Spanish. Information will be made available in other languages as needed.

The 21st CCLC will enroll 400 students in need of support based on academic assessments, disciplinary and attendance records, and parent and teacher referrals. Priority will be given to students identified with educational difficulties (e.g. retention, low test scores, poor attendance, risk of non-graduation or advancement, and English Language Learners) or other needs determined by the school principals and individual teachers. Personal phone calls and follow up phone calls to the target group will be conducted by the school guidance counselors and by the Family Engagement Specialist. The Family Engagement Specialist will also make personal invitation calls to families identified by school staff as in need of support for each parent workshop. On receipt of Notification of Funding, NISD will hold two enrollment and information sessions open to the community. Posters advertising the program will be distributed to local community gathering places including the library, Post Office, and local businesses.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 163903

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The 21st CCLC program will be located at three of the four NISD schools. Therefore, students will already be on campus for the start of the afterschool portion of the program and will be dismissed from their school-day classroom straight to the cafeteria where 21st CCLC program attendance will be taken and a healthy snack will be provided. Each school's 21st CCLC Program Coordinator will be responsible for taking attendance at the beginning of each session. If a student was present at school that day but did not stay for the afterschool program, the Site Coordinator will call their parent to ensure the parent is aware the student did not stay at the school for the 21st CCLC program as planned.

The before-school program will serve students whose working families need to drop them off earlier than the start of school. Students in the before school program will be dismissed to their homeroom at the start of the school day. Hallway supervision will be provided (in-kind) by school staff.

Busing will be provided, at the expense of NISD, to bring students home safely at the conclusion of the afterschool program. The Program Coordinator will be in charge of "signing" students out of the program as they board their bus. Program staff will escort students safely to the building onto the bus and will be responsible for monitoring safety around the school buildings.

Parents will be given the option of picking their student up from the afterschool or summer program. However, only pre-designated adults with written permission from the parent/guardian will be allowed to pick up a student. Designated adults will be required to show photo identification and will sign the student out from the attendance list carried by the Program Coordinator. Students in grades 6-8 will be allowed to walk home from the program with parent permission but must first "sign-out" with the Program Coordinator before leaving the program.

The summer program will be parent/guardian drop-off/pick-up only; no busing will be provided. The same procedures for taking student attendance and signing students out of the program will be in effect during the six-week summer program.

All 21st CCLC staff will be cleared through a background screening prior to hire. Additional procedures for student safety include: (1) school evacuation plan and crisis response; (2) medication and first aid; (3) outdoor safety; (4) bullying preventions staff training; (5) Mandatory Reporter staff training; and (6) off-site field trip safety. The Project Director and Program Coordinators will maintain safety and security, communicate with parents, and relieve teachers if needed. When appropriate to enhance safety by reducing the adult to child ratio, a teacher and another enrichment instructor may be paired.

Transportation for off-site activities (field trips) will be provided by school buses. Staff will chaperone students both on the bus and throughout the field trip with the following ratios being observed: PreK-4th grade 1:10 ratio, 5th-8th grade 1:15 ratio.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NISD's Watch D.O.G.S. program is the currently planned use of volunteers. This program recruits fathers and father figures to volunteer at least one day per year at school. Volunteers help by reading with students, assisting the teacher to facilitate group work, and acting as a positive role model for students. Every volunteer through this program undergoes a three-part background check, including a Texas state criminal search, a national FBI fingerprint search, and a National Sex Offender check. Volunteers are interviewed and trained by the Watch D.O.G.S. Program Coordinator. This screening process includes evaluation of social-emotional readiness to work with students and reference checks to assess the volunteer's reliability and history of conduct. Watch D.O.G.S. volunteer activities during the 21st CCLC program may include, helping students with homework, practicing soccer or basketball with students, and assisting with classroom set-up and cleanup. Volunteers will never be left alone with students and will be supervised at all time by 21st CCLC program staff.

Volunteers can add significant value to programs by increasing the number of positive role models available to students and by improving program capacity. However, student safety will always be the number one priority of the 21st CCLC program. The 21st CCLC program may choose to recruit and use volunteers in the future beyond the Watch D.O.G.S. program volunteers described above. Any and all youth-serving volunteers utilized in the future (directly or through partners) will undergo an intensive screening process and thorough background check. The Program Coordinators will closely monitor volunteers both recruited directly through the 21st CCLC program and those recruited through program partners. The 21st CCLC program reserve the right to dismiss or ban any volunteer from the program as deemed necessary by the Project Director or Coordinators.

Parent volunteers will be sought and coordinated by the Family Engagement Specialist to provide non-direct services to support the program. These volunteers will have zero contact with students and will not be required to undergo a fingerprint or state check. They will still be required to pass a Sex Offender check and reference checks. Parent volunteers will be part of the 21st CCLC Advisory Council. Volunteer Parent Ambassadors will conduct program outreach under the supervision of the Family Engagement Specialist to boost parent workshop and family night attendance through peer recruitment.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 163903

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Natalia ISD and its project partners have created a long-term vision to ensure that the 21st CCLC program is sustainable once the grant has expired. A sustainability plan created during the program development phase addresses the size and scope of the program and availability of resources beyond the grant-funding period. NISD is ideally situated to implement the sustainability plan detailed below because the district is in a small rural community committed to student success while also being close enough to take advantage of the resources located in nearby San Antonio.

NISD and its Board are heavily invested in collaborating with other agencies and the community to coordinate sustainable services for students and families. A 21st CCLC Advisory Committee has been established both to steer program design and to ensure sustainability remains at the forefront of the process. The advisory committee is made up of district and school staff, community partner representatives, and parents.

Sustainability Plan:

- Consistent and proactive program outreach and publicity, including a "grand opening" ceremony inviting local and state leadership and representatives
- Utilization of ongoing program evaluation for continual improvement and to measure and report program impact to potential partners or funders
- The Project Director will develop presentations and actively seek informational meetings with community leaders and potential program partners to increase partnerships and in-kind donations
- The Project Director will proactively develop relationship with local Fortune 500 corporations including IHeartMedia, CST Brands, USAA, and Valero Energy Corporation for potential corporate volunteers, donations, or program sponsorships
- The 21st CCLC Advisory Committee will assist in finding external funds from local foundations and businesses, especially local agricultural companies
- The volunteer 21st CCLC Parent Ambassadors will work with the existing NISD Parent Teacher Organization (PTO) and to supplement fundraising through grassroots efforts, including raffles, bake sales, and solicitation of donations.
- The 21st CCLC Advisory Council will consider potential modifications to the staffing or program schedule to reduce costs while maintaining program outcomes. This may include National Service partnerships with program such as AmeriCorps or Senior Corps or utilization of college volunteers for non-academic activities
- Existing district local, state, and federal funds will be used to reduce program costs through in-kind donations and resource sharing. This will include 21st CCLC use of facilities, in-kind facility staff salaries, and availability of all district classroom and gymnasium equipment for use in the 21st CCLC program. The total amount of local match in the first year is valued at \$107,500
- Fiscal Responsibility: each program budget line will be evaluated for its importance to continuing the program on an annual basis. This will include ongoing identification of budget lines that may no longer be essential past year one of the grant or which could be funded through other grant sources

The 21st CCLC program will continue to leverage resources and develop additional partnerships to obtain sufficient funds in years 3 to 5 to maintain the original level of service, both in quantity and quality.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 163903

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Texas ACE 21st CCLC funding will be used to supplement and enhance existing programs. No funding will be used to supplant funds from non-federal sources. Each school will continue to use federal and local funding in the current manner to provide the same level of services during school-day academic support and enrichment. The purpose of the requested 21st CCLC funds is to add much needed out-of-school time academic supports for students and their families and to offer enhanced services. District and school activities required by state law, Texas Education Agency, or local board policies will not be paid for with these funds; nor will funding be used to supplant expenses currently funded through state or local funds. NISD utilizes strong financial controls and will maintain documentation to demonstrate the supplementary manner in which 21st CCLC funds will be used.

Natalia Early Child Center:

- Chromebook and mobile cart use by the 21st CLCC program, an in-kind value of \$8,500 per year
- Scholastic Literacy Summer camp, a partner in-kind of \$4,000
- Program Coordinator office space and computer, an in-kind estimate of \$1,500
- District facility staff to be present during 21st CCLC activities, NISD match of \$8,375

Natalia Elementary School:

- Chromebook and mobile cart use by the 21st CLCC program, an in-kind value of \$8,500 per year
- Scholastic Literacy Summer camp, a partner in-kind of \$4,000
- Program Coordinator office space and computer, an in-kind estimate of \$1,500
- Project Director office space and computer, an in-kind estimate of \$1,500
- District facility staff to be present during 21st CCLC activities, NISD match of \$8,375

Natalia Junior High

- Chromebook and mobile cart use by the 21st CLCC program, an in-kind value of \$8,500 per year
- Scholastic Literacy Summer camp, a partner in-kind of \$4,000
- Program Coordinator office space and computer, an in-kind estimate of \$1,500
- Family Engagement Specialist office space and computer, an in-kind estimate of \$1,500
- District facility staff to be present during 21st CCLC activities, NISD match of \$8,375

NISD will cover the cost of student busing from the afterschool program home throughout the 30 week fall and spring program. This is an estimated in-kind match of \$37,500 that NISD will contribute to the 21st CCLC program.

Partnership with local community-based organizations will be leveraged to provide in-kind support NISD's vision for the 21st CCLC program is to create a coordinated system of extensive out-of-school time learning and whole family support. Overall, an estimated \$107,500 will be contributed locally toward this program in the first year, with this amount set to increase through the activities outlined in the sustainability section.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 163903

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Natalia Early Child Center (NECC) 1360 TX-132 Natalia, TX 78059		X 40% or higher economically disadvantaged 2017-2018 Focus School 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR		X Pre-K X K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	163903102				
	Cost per student	\$ 921				
	"Regular" student target (to be served 45 days or more annually):		125	Parent/legal guardian target (in proportion with student target):		65
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Natalia Elementary School (NEL) 901 Pearson St. Natalia, TX 78059		X 40% or higher economically disadvantaged 2017-2018 Focus School 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K X K-2 X 3-4 X 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	163903101				
	Cost per student	\$ 901				
	"Regular" student target (to be served 45 days or more annually):		150	Parent/legal guardian target (in proportion with student target):		85
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Natalia Junior High School (NJH) 807 Pearson St. Natalia, TX 78059		X 40% or higher economically disadvantaged 2017-2018 Focus School 2017-2018 Priority School X >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 X 5-6 X 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	163903941				
	Cost per student	\$ 855				
	"Regular" student target (to be served 45 days or more annually):		125	Parent/legal guardian target (in proportion with student target):		65
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 163903				Amendment # (for amendments only):	
Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			40% or higher economically disadvantaged 2017-2018 Focus School 2017-2018 Priority School >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1	Feeder school #2	Feeder school #3
	Campus name				
	9-digit campus ID number				
	Estimated transportation time				
	Center 5	Name and physical address of center site:		The campus is (check all that apply):	
		40% or higher economically disadvantaged 2017-2018 Focus School 2017-2018 Priority School >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
Cost per student		\$			
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					
Center 6		Name and physical address of center site:		The campus is (check all that apply):	
			40% or higher economically disadvantaged 2017-2018 Focus School 2017-2018 Priority School >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1	Feeder school #2	Feeder school #3
	Campus name				
	9-digit campus ID number				
	Estimated transportation time				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 163903

Amendment # (for amendments only):

Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			40% or higher economically disadvantaged 2017-2018 Focus School 2017-2018 Priority School >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			40% or higher economically disadvantaged 2017-2018 Focus School 2017-2018 Priority School >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			40% or higher economically disadvantaged 2017-2018 Focus School 2017-2018 Priority School >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 163903			Amendment # (for amendments only):	
Center 10	Name and physical address of center site:		The campus is (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	
	9-digit campus ID number:		Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	Cost per student	\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3
	Campus name:			
	9-digit campus ID number			
Estimated transportation time				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 163903

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The robust management, center operation, and budget plan described below were designed to meet the program objectives, address the stated local needs, and support high quality student activities. Based on the wealth of information available from Texas ACE and the TX Partnership for Out-of-School Time, NISD has developed a management plan to ensure objectives are reached within the planned budget. NISD leadership brings an average of 15 years of education, youth development, budgeting, and program management experience.

The 21st CCLC Project Director will administer the program. The Project Director will be responsible for items concerning the program, including managing and implementing the educational program and budget described in the approved application to ensure that NISD meets its responsibilities to the TEA under the grant agreement in a timely manner. The Project Director will report directly to the Assistant Superintendent of Instruction. The Project Director will also give program updates on a monthly basis to NISD's Board of Trustees. This system of checks and balances will ensure collaboration with school-day staff and the community while keeping a focus on program goals.

The program's Advisory Council is made up of 21st CCLC staff, NISD's Superintendent of Instruction, parent representative, school administrators, and community members. The Advisory Council's monthly meeting agenda will include the following items: (1) Enrollment and attendance data review; (2) Evaluator update on program quantitative outcome progress; (3) Staff, school-day teachers, and parent qualitative input on program strengths and areas in need of improvement; (4) Budget review and planning for upcoming expenses; (5) Action plan for continuous program improvement.

Program Schedule:

- Beporeschool at NECC, NEL and NJH: 7:10am - 7:55am Monday- Friday, 30 weeks
- Afterschool at NECC, NEL and NJH: 3:30pm - 5:45pm Monday – Friday, 30 weeks
- Summer Program at NECC, NEL and NJH, and NHS: 9:00am - 1:00pm Monday - Thursday, 6 weeks

Each site's Program Coordinators, who will report directly to the Project Director, will manage day to day operations. The Coordinators, Project Director, and FES will meet as a team once per week. Program Coordinator duties include staff supervision, daily partnership communication, data collection, student safety, and program schedule creation. The Family Engagement Specialist will report to the Project Director. This staff person's duties include outreach and communication with the community, planning monthly parent workshops, and increasing parent engagement including the coordination of Parent Ambassadors. All academic activities will be supervised and provided by a certified teacher, most of whom will be regular school day teachers recruited for the program. These teachers will be able to coordinate with the regular school day and meet the individual needs of each student more fully. Ongoing staff development will ensure high-quality programming. The 21st CCLC staff will participate in district professional development and vice-versa.

NISD has utilized Texas ACE Blueprint guidance to ensure the management plan includes the following:

- Site facilities are safe and accessible; Program logistics planned to meet the needs of participants/families
- Talent Management including recruitment of well-qualified program staff and ongoing professional development
- Regular staff meetings, attendance of Texas out-of-school conferences, and oversight from District leadership
- Program evaluation including continuous improvement based on qualitative and quantitative measures
- Creation of a Policy and Procedures Manual, including staff handbook and parent notification

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 163903

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

An external evaluator will be responsible for collection and analysis of both quantitative and qualitative data. NISD took recommendations made in the Texas ACE Independent Evaluation Guide for Cycle 9 under consideration during the evaluation planning process. The evaluation plan has been designed to provide timely feedback to the program to ensure continuous improvement. As such, the interim reports provided by the evaluator to the Project Director will also be reviewed by the Advisory Council and NISD's Board of Trustees.

The following data will be collected and analyzed as part of the evaluation:

- Student attendance to the 21st CCLC program, including average daily attendance, percentage of enrolled students attending, and the number of days each individual student has attended the program
- Student's school day attendance
- Student quarterly grades and state assessment scores
- Disciplinary referrals
- Parent attendance at family engagement workshops and events
- Teacher quarterly surveys on program's impact on student's school day performance (behavior, homework completion, attitude toward learning)
- Parent surveys and focus groups regarding program strengths and family support effectiveness
- Student pre and post program surveys to assess engagement and self-assessment of academic and personal growth
- Student focus groups to assess what clubs and activities most interest students and hear feedback on what other activities they would like to see incorporated into the program
- Site visits and formal and informal observations

The Logic Models developed in partnership with TEA for each center will be used as a fundamental part of the program evaluation and will represent the baseline program structure. Each evaluation deliverable described below will be used for the modification and improvement of the program through changes to staff professional development, activities, partnerships, logistical, and other program implementation techniques as determined necessary.

Evaluation Deliverables	
Logic Model for each center and approved by TEA	September 2018
Interim Report #1	December 2018
Interim Report #2	March 2019
Summative Report for submission to TEA	July 2019

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By TEA staff person:

Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 163903		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 163903		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 163903		Amendment number (for amendments only):		
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 163903		Amendment number (for amendments only):		
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 163903		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 163903		Amendment number (for amendments only):		
Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 163903		Amendment number (for amendments only):	
Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u> Failure to complete this schedule will result in an applicant being disqualified.			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes you must answer question #2 below. If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes, you must read and check the box next to each of the assurances below. If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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